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2.0 INTRODUCTION

The objectives of the proposed study include constructing and standardising Teacher Educator’s Job Satisfaction Inventory, Organizational Climate Description Scale for Teacher Education Colleges and Teacher Educator’s Personality Characteristics Inventory. Hence, this chapter forms a base for understanding the concepts of Job Satisfaction, Organizational Climate and Personality Characteristics. The investigator studied the related literature for all the three mentioned concepts.

2.1 REVIEW OF RELATED LITERATURE FOR THE PROPOSED STUDY

Considering review of related literature as a key to the research solution, the investigator reviewed the following research materials written by different authors and investigated by different investigators; at state, national and international levels.

- Various Books on Conceptual explanation of Organizational Climate, Personality and Job Satisfaction.
- Relevant published/unpublished articles related to proposed research.
- Relevant newspaper articles to proposed research.
- Relevant websites related to proposed research.
- Relevant E-Books, E-Journals related to proposed research.
- Relevant Job Satisfaction Inventories prepared in field of Commerce and Industrial Psychology.
- Relevant Organizational Climate Scales prepared in field of Management and Industrial Psychology.
- Relevant Personality Inventories in field of Psychology, Social science and Education.
Thus, the latest updates for the proposed study were obtained through study of related
literature. The related content literature was divided into three main parts: Job Satisfaction,
Organizational Climate and Personality Characteristics.

2.2 JOB SATISFACTION

2.2.1 Concept and Definition of Job Satisfaction

Upon reviewing various literatures, it has been found out that many experts have explored
into the subject of Job Satisfaction and have come out with various kinds’ definition of Job
Satisfaction.

Straus & Sayless 1 (1960) explains that it is an optimum positive feeling derived after the
completion of a task in lieu to achieving the target of the organization. Thereby benefits the
organization and in return the worker is rewarded either in cash or kind. This definition gives
importance to the commitment between the job satisfaction and the benefits of the work.

Smith 2 (1964) defines that it is related that it is related with the individual need, and job
satisfaction can be classified as per the needs of the individual. It is the feeling associated
with the mind and the environment the individual lives in.

Vroom 3 (1967) defines job satisfaction as the response of the individual towards the role
played at work.

Porter and Lawler 4 (1968) define as the level of remuneration acknowledged is at par or
exceed the expected the expected reward.

Blum and Naylor 5 (1968) explains job satisfaction as an overall attitude turned out by the
work and the other factors like that of work load, salaries, advancement and other variables.

Cited in M.D.Dunnette (Ed)., Locke 6 (1976) has a different way of defining it as it is the
stage of a positive emotion born from the evaluation of individual’s job.

Cited in Meltzer and Nord (Ed), Katzell 7 (1981) explains it as the outcome of expression
of likings and disliking of the job characteristics after it has been appraised.
Holloran and Benton (1987) explain it as the way a person perceives about the job depending on the personal inculcation of the values and attitudes. Miner (1992) defines it as the level of disparity between the personal expectation and what is received in reality from the job. Baron (1991) explains that there is a vast difference between the individuals who has a positive outlook and negative outlook towards work.

Thus, there seems to be various similarities and dissimilarities of definitions but however important conclusions derived are: (1) the work itself is very vital for job satisfaction, (2) job satisfaction means overshadowing the glimmer aspects, (3) job satisfaction is the optimum level of positive feeling and attitude derived from the work, physical and environmental factors related to the work and the work place, (5) job satisfaction is the outcome of the appraisal of work and experiences while working, which befits perfectly the physical and mental needs.

2.2.2 Major Theories of Job Satisfaction

1. Hierarchy of Need Theory

Maslow, A (1954) a well known figure in the area of psychology and psychologist by profession believes that in the quest to fulfil the needs, individuals behave and exhibit in a certain manner. Human beings get satisfaction only when their needs are fulfilled. His theory has three assumptions.

(i) human needs never ends,

(ii) when one need is fulfilled, the next hierarchy of needs need to be fulfilled,

(iii) human needs can be divided into various level depending on the importance.

As and when lowest level of need is fulfilled, the next level needs to be scaled and fulfilled to derive satisfaction. Maslow has divided the needs into 5 levels with the lower-order needs to
higher needs.

**Level 1 Physiological Needs** -- are the basic needs required for the survival like food, air, shelter, clothing, medicines and sex. For the quest of basic needs, the organizations pay cash in terms of salary. Air, water, and food are metabolic requirements for survival in all animals, including humans. Clothing and shelter provide necessary protection from the elements. While maintaining an adequate birth rate shapes the intensity of the human sexual instinct, sexual competition may also shape said instinct.

Also by providing convenience for other physiological needs at the work place like providing dining room, canteen, nursing room, air conditioned office and other physical facilities, accommodation etc., the organization is satisfying this need of employee.

**Level 2 Security and Safety Needs** -- Once the level one is met, human beings crave for the next hierarchy, the Safety and Security needs which include: Personal security, Financial security, Health and well-being, Safety net against accidents/illness and their adverse impacts like protection from the life risking hazards like safety equipment, safe environment and security like future security, allowance, provident fund etc.

**Level 3 Social or Belonging Needs** – humans need to feel a sense of belonging and acceptance among their social groups, regardless whether these groups are large or small. For example, some large social groups may include clubs, co-workers, religious groups, professional organizations, sports teams, and gangs. Need for social acceptance, by peers. At this stage human beings crave for respect from the colleagues and counter parts. To satisfy this need the organization does organize get together, trips, informal & social gathering, annual party etc.

**Level 4 Esteem Needs** – Need to become popular and be praised. Esteem presents the typical human desire to be accepted and valued by others. People often engage in a profession or hobby to gain recognition. Human beings with such needs are ready to sacrifice anything to succeed so that can create an image of worthiness and responsibility at work. The
organizations can give work of responsibility of employee and regard them too for their good work.

**Level 5 Self Actualization Needs** – This level of need refers to what a person's full potential is and the realization of that potential. Maslow describes this level as the desire to accomplish everything that one can, to become the most that one can be. It is the highest order of needs. Like aim and goal during the life time, scaling the highest level of excellence in contributing to the society and leaving behind a legacy satisfies such needs. Encouraging for note-worthy contribution in one’s profession is what an organization can do.

The physiological need is the basic line and act as the spring board for the hierarchy of needs. Once it is attained, human beings crave for the other needs in the pyramid till the zenith.

Maslow's hierarchy of needs theory has made a major contribution to all walks of life. He adopts a holistic approach to education and learning. Maslow looks at the entire physical, emotional, social, and intellectual qualities of an individual and how they impact on all fields.

Applications of Maslow's hierarchy theory to the work of employees are obvious. Employees with a low self esteem will not progress at an optimum rate until their self-esteem is strengthened and thus further will affect their job satisfaction.

Maslow’s Hierarchy of Need Pyramid is depicted as Figure 2.1
Figure 2.1 Maslow’s Hierarchy of Need Pyramid
2. Herzberg’s Two-Factor Theory

Herzberg, F (1959) Two-factor theory of motivation is another relative and realistic model of job satisfaction. Herzberg’s theory consists two main components: motivators and hygiene factors.

Motivators describe the features of content of the job like responsibility, autonomy, self-esteem, and self-actualization opportunities. Herzberg and his colleagues are with the notion that criteria, when implemented to the optimum, motivates the individual with extra energy to work much harder and this results in the improved job performance.

On the other side, the hygiene factor prevents dissatisfaction as it takes care of the lower needs like that of physiological, security or social needs preventing dissatisfaction. And the list is physical working condition, salary, company policies and practices and benefits.

Herzberg feels that the hygiene factor needs to be an acceptable standard if the organization wants the employees to work harder and increase some extra effort. In principle, better performance level is not because of the hygiene factors. That is why many a times;

Herzberg's theory had often been widely criticized. Critics are with full of criticism when it comes to certain factors like that of the salary, they are of the notion that salary can be both motivators as well as the hygiene factor. Individual differences and individual preferences are overshadowed in Herzberg's theory, thereby it was concluded that the theory gave more emphasis towards pleasure as the outcome.
HUMAN NEEDS

Herzberg Two-Factor Theory

**Figure 2.2** Herzberg’s Two-Factor Theory
Motivators or the motivating factors are those factors associated directly with job. It is also called as the intrinsic factor or job content. This factor has a strong hold over the personal emotion towards the job thereby generates the individual efficiency and satisfaction at work. Motivators towards satisfaction are derived from the following.

1. **Achievement** is referred as the potential of individual to tackle any sorts of problem related to work which means he has the capacity to do the work effectively.

2. **Recognition** means irrespective of the people around, be it the immediate boss or the colleagues, the individual is always praised for the assistance rendered at work effectively. The individual is appreciated by all at the work place.

3. **Work itself** means the satisfaction derived from the job through the intrinsic aspects.

4. **Responsibility** means the shouldered by the individual at work and the satisfaction derived through it in terms of decision making and supervision.

5. **Advancement** means getting promoted to the next level of the job in the organization.

Hygiene factors prevent the worker from getting dissatisfied but it need not be at the acceptable level as it can lead to dissatisfaction too.

1. **Salary and Advancement** – At the end of the day it is the salary that matters to the employee. If the salary is not satisfactory, it can lead to dissatisfaction. And the opportunity the worker gets to climb the carrier ladder can also prove futile if the worker remains stagnant in one position.

2. **Supervision** – The leadership style of the manager is accountable to dissatisfaction too.

3. **Company policy and administration** – This is done by management and the administration of the company. The climate of the organization and the communication style are accountable.

4. **Interpersonal relation** – The relationship among the employees and the tempo of the
relationship between the colleagues.

5. **Job security** – It is the permanence of the job and the company.

6. **Status** – It means how the society looks at the job and at the individual who does the job. It is the place where the individual is regarded.

7. **Working condition** – It means the place, physical attributes of the work place, including the materials available to make the work easier.

This theory postulates that when hygiene factors are low the employee is dissatisfied, but when these factors are high it means the employee is not dissatisfied or neutral, but not necessarily satisfied. Whether or not an employee is satisfied is dependent on the motivator factors. Moreover, it is thought that when motivators are met the employee is thought to be satisfied. This separation may aid in accounting for the complexity of an employee’s feelings, as they might feel both satisfied and dissatisfied at the same time; or neither satisfied nor dissatisfied.

3. **E.R.G. Theory**

Alderfer\(^1\) (1972) gave E.R.G. Theory which is a modified version of Herzberg’s and Maslow’s theories. He segments the human needs into three segments.

1. **Existence Needs:** which is denoted by E, are the basic needs of humans like the food, shelter, clothing, salary which provides basic needs to survive. It is more of a physiological need.

2. **Relatedness Needs:** denoted by R, are the needs to have relationship with the society and the people living in it, including friends, well-wishers, supervisors, family members and so on.

3. **Growth Needs:** denoted by G, are the human needs to scale the ladder of success with work and in life. It is growth and advancement of the employee.

Existence needs are the most concrete, and easiest to verify. Relatedness needs are less concrete than existence needs, which depend on a relationship between two or more people. Finally, growth needs are the least concrete in that their specific objectives depend on the uniqueness of each person.
Figure 2.3  E.R.G Theory’s Model
E.R.G theory explains that if there are conditions applied to fulfill the higher need, the individual can pursue from the base the lowest level too. It is in fact a two-way traffic, one can either chose from the top or the bottom level of needs.

4. Expectancy Theory


It explains that the individual's decision making ability with regard to the work is derived from the perception of work and the reward derived from the work. It explains that people are the slaves of the needs but also bonded by the will power of the individual. The variable expectancy is the confidence level of the individual, the confidence to perform the given task efficiently and successfully. On the other hand the variable Instrumentality is the level of individual’s confidence for getting the reward if the task is performed successfully. And Valance is the value of the expected reward.

Since the model is multiple, three variables are given probable values. Therefore for the implication of positive and motivated performance, all three variables must have high positive values. By any chance the probable value of any of the variable drops to zero, then the motivated performance will also drop to the same value and vice versa. The theory predicts that the job satisfaction is derived from both, personality and situational variables.
Figure 2.4 Expectancy Theory Model

- The employee believes that effort will result in acceptable performance.
- The employee believes that acceptable performance will produce the desired reward.
- The employee values the reward.
5. Equity Theory

Adams ¹⁵ (1963) advanced Equity theory which explains that individual has a tendency to compare and contrast between the input and the output of the job, which means that they compare the work-load they shoulder and the number of hours they work with the salary, benefits, bonus and other they receive. When the ratio between the input and the output are not equal, the individual tends to be dissatisfied and gives way towards job dissatisfaction.

In principle, individuals tend to compare among the fellow mates whom they feel are of the same category. And on the other hand they experience job satisfaction when the ratio between the input and the output is equal and it gives an avenue motivation for the worker or the individual to raise the level of input for better output or maintain the consistency of the job.
Figure 2.5 Adam’s Equity Theory Model
6. Value Theory

Locke (1976) explained value theory which describes job satisfaction as the relative measure to match the job outcome and the expectation desired by the individual. The value of job satisfaction becomes higher when the match is closer to the perceived desired outcome. It can be anything that is related to the job one desires. The root to this method is the apparent difference between the job characteristics and the wants with the mediator being psychological state. The difference between the core job characteristics like skill variety, task variety, task significance, autonomy, feedback and the psychological state of the employee with regard to his wants altogether defines his job satisfaction. Greater difference gap comes out with more dissatisfaction- Narrower the gap, closer the satisfaction.
Figure 2.6 Locke’s Value Theory of Motivation Model
2.2.3 VARIABLES CONTRIBUTING TO JOB SATISFACTION

1. Age

There is direct relationship between the job satisfaction and the age.

Herzberg\textsuperscript{17} (1957), drew a conclusion after series of research that it can be explained through a U-shaped function. It explains that the level of satisfaction is very high in the initial phase and starts to dwindle and reaches to such a crucial level whereby it reaches a point of extinction but takes a turn and gears up towards the optimum level of satisfaction with the age.

Saleh and Otis\textsuperscript{18} (1964) explain that in the phase of pre-retirement age, the job satisfaction level dwindles as it is related to the greater level of job satisfaction in adjusting with the life and decline in the level of health, which in fact obstruct the self actualization and psychological growth.

2. Gender

When the relationship between the gender and the job satisfaction was investigated, it has unveiled certain possibilities.

Hoppock\textsuperscript{19} (2012) explains that females have the higher level of Job satisfaction.

Hulin and Smith\textsuperscript{20} (1965) Locke et al, (1976) explains just the reverse explaining that males are more satisfied than the females with regard to job satisfaction.

Golding\textsuperscript{21} (1983) explain that there is no difference in gender in regard to job satisfaction.

Thompson\textsuperscript{22} (1979) explains that the level of job satisfaction cannot be judged by the age and gender.

3. Marital Status

Locke\textsuperscript{23} (1976) concludes that individuals’ social needs can be satisfied through the love and compassionate feelings shared with the family members, spouse and other kith and kin.
Empathetic and helpful family members can raise the level of job satisfaction of an individual. Researchers have discovered that the positive characters displayed in a work place are the ones coming from a well groomed family. These are the people who are very kind and helpful to others. And such people tend to have higher level of job satisfaction compared to others because of the frank and open communication with the family members.

4. Qualification

When qualification or education is used as a variable to review the job satisfaction it was found out that the relation between the qualification and job satisfaction can be positive as well as negative.

5. Work Load

There is strong correlation between the job satisfaction and the work load the individuals’ shoulders. By principle, when individual tend to spend more time with the work, so as the level of stress goes higher and greater the chance of burnout. Teaching jobs demands more time to prepare and think the pedagogy to be used so that the stake holders can learn from the input of the teachers.

6. Work itself

Locke 24 (1976) Work itself which satisfies the needs of employees is work providing opportunity to use one's value skills and abilities, creativity and variety. Also work which has just sufficient difficulty, amount of work, responsibility, autonomy and complexity also adds to job satisfaction.

7. Income

Locke 25 (1976) People with higher income are more satisfied with their job than the individuals with lower income. But money cannot be termed as the most determinant factor
contributing to the job satisfaction but money does make things worthwhile. Income level is associated with status, lifestyle and independence.

8. Working Condition

Locke 26 (1976) Generally, employees are satisfied with physical surroundings which are not dangerous or uncomfortable. Moderate rather than extreme degrees are preferred, since extremes cause physical comfort and reduce ability of work. Most employees also value a location close to home, new buildings, cleanliness, adequate tools and teaching aids, popular computer & internet facilities etc.

9. Self Esteem

Locke 27 (1976) Persons who are high in self-esteem or who have a positive self-image appear to be more satisfied with their jobs.

10. Policies and Management

Locke 28 (1976) The organization policies which are incomplete, unclear or undefined have been found to be associated with job satisfaction. The defined code of conduct laid by the management for employees has relationship with their job satisfaction level. The college management’s co-operation for professional growth of employees, their support economically, the principal’s attitude, the academic and co-curricular activities at college are predictors of job satisfaction level of employees.

11. Intrinsic Rewards

Professionals deriving greater rewards at workplace; including the challenge of their work, the use of the skills and knowledge, the opportunity for self-development, learning and growth are more satisfied. https://en.wikipedia.org/wiki/Job_satisfaction29
12. Interpersonal Relations
Friendly and positive relation with principal, colleagues and teaching staff contribute to high level of job satisfaction.

2.2.4 MEASUREMENT OF JOB SATISFACTION
Collecting data for job satisfaction study can be done either by Questionnaires or Interviews.

This presents both questions and choices of answering in such way that respondents simply select and mark the answers that best represent their own feelings.

There are various kinds of objective survey. One popular type used is only questions with ‘true or false’ or ‘agree or disagree’ answers. The most widely used is Job Descriptive Index (JDI). It provides respondents with five separate statements, including the work itself, pay, promotion, supervision, and co-workers, and then asks them to indicate whether the term describes their satisfaction by responding either ‘yes’, ‘no’ or ‘?’ options or ‘low’, ‘moderate’ or ‘high’ options.

**Example**: Enter ‘yes’, ‘no’, or ‘?’ for each description or word below.

<table>
<thead>
<tr>
<th>Work itself:</th>
<th>Routine.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Satisfactory.</td>
</tr>
<tr>
<td></td>
<td>Good.</td>
</tr>
</tbody>
</table>

**Example**: Tick against ‘low’, ‘moderate’ or ‘high’ for each description or word below.

<table>
<thead>
<tr>
<th>Salary:</th>
<th>Low</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Moderate</td>
</tr>
<tr>
<td></td>
<td>High</td>
</tr>
</tbody>
</table>

2. Minnesota Satisfaction Questionnaire (MSQ)
Weiss \(^{31}\) (1967) In MSQ survey, individual’s rate the extent to which they are satisfied in
relation to various aspects of their present jobs (e.g., work environment, degree of responsibility, and opportunity for advancement). Rating range varies from 1(minimum) to 5(maximum); 1 = not at all satisfied; 2 = not satisfied; 3 = neither satisfied nor dissatisfied; 4= satisfied; and 5= extremely satisfied. Obviously, the higher the ratings individuals report, the greater their degree of satisfaction with various aspects of their jobs.

**Example:** Indicate the extent to which you are satisfied with each aspect of your present job. Enter one number next to each aspect.

1: not at all satisfied  
2: not satisfied  
3: neither satisfied nor dissatisfied  
4: satisfied  
5: extremely satisfied

Work conditions  
Utilization of your abilities  
Company policies

3. **Facet-Free measure**

This type of measure reflects the overall satisfaction of individuals with their job. The questions do not directly refer to specific dimensions of the job satisfaction, but cover such topics as satisfaction with the life, (and recommendation to younger persons about whether or not to choose pharmacy as a profession), that would present the overall satisfaction with the job, in a direct way.

**Example:** If your son/daughter told you he/she was interested in becoming a Teacher, what would you tell him/her?

Strongly recommend teaching profession.

Have doubts about recommending teaching profession.

Strongly advice against teaching profession.
**Example**: If you had to decide all over again whether opt for teaching profession, what would you decide?

- ______ Decide without hesitation to opt for teaching profession.
- ______ Have second thought to opt for teaching profession.
- ______ Definitely not to opt for teaching profession.

Broadly, the measurement of job satisfaction can thus be classified into three different methods - single question with Objective answers, Minnesota Questionnaire i.e global measurement, and Facet free measurement.

The single question with Objective answers asks only one question as an indication of how satisfied an employee is at work. This is commonly found in large surveys, such as: The Survey asks ‘How do you feel about the job you have now?’ and requires respondents to answer on a scale - like it very much, like it fairly well, dislike it somewhat, dislike it very much. Despite the assumption that having more questions can obtain more objective and accurate results as well as being less prone to error, researches have shown that asking a single question, either on overall job satisfaction or on individual facets of job satisfaction can be equally as effective. Proponents of this approach believe that employees generally know how happy they are, and, therefore, there is little point in asking them multiple questions about the same thing.

The Minnesota questionnaire i.e global measurement seeks to obtain a single score representing the overall job satisfaction an employee has several questions or statements are provided relating to different aspects of the job (such as, pay, work activities, working conditions and career prospects), but combines them to provide an overall score.

On the other hand, facet free measurements have questions or items for these different areas and provides one score to represent each area. Established global measures include the Job Satisfaction Scales and the Overall Job Satisfaction Scale; while the Job Description Index (JDI) is one established facet measure.
The availability of diverse job satisfaction measurements means those intending to measure this concept have the option of choosing a particular measure which best fits their purpose. However, the multiple options can make comparisons difficult, while a poor choice of measurement can lead to unreliable or invalid outcomes.

2.3 ORGANIZATIONAL CLIMATE

2.3.1 CONCEPT AND DEFINITION OF ORGANIZATIONAL CLIMATE

Various Researches and educational reformers have defined organizational climate in different ways, but there seems to be consensus on what constitutes organizational climate.

Freiberg and Stein (1999) asserts “College climate is the ‘heart and soul’ of a college; the feature of the college that motivates students, teachers and the principal to love the college and desire to be there each day. The heart and soul are used metaphorically to underscore the importance of college climate; it motivates and gratifies college members that they feel comfortable while in college making them to be attracted to the college.”

In view of this, climate is the aspect of the college that gives it life and reveals values that college cherishes.

Organizational Climate is a concept that deals with staff members’ perceptions of the working environment. This climate is directly influenced by management which in turn affects the motivation of the entire staff. Climate is a relatively enduring quality that is experienced by teachers, influences their behaviour, and is based on their collective perceptions.
Figure 2.7 Image depicting Concept of Organizational Climate
Owens (1987) says “Organizational Climate is the study of perceptions that individuals have of various aspects of the environments in the organization”.

College climate has obvious implications for improving the quality of work life. Colleges that are characterised by a great deal of togetherness, familiarity and trust among teachers will be more effective. Thus, climate is a form of organizational energy; which if properly channelized can make a big difference in quality at college. College improvement and enhanced college effectiveness will not be accomplished on a sustained basis without the presence of a favourable college climate. This climate must be felt by all those who are directly involved in the organization.

Halpin and Croft (1966) asserts “School climate can be viewed as a blend of two important dimensions of interpersonal interaction: the principal’s leadership and the teachers’ interactions”.

Same goes for college climate too. The group interactions of the teachers and the principal’s leadership style can be equated with the atmospheric conditions, in combination, for each educational organization; be it school or college.

The scholar of Educational Management, Halpin and Croft (1966) suggest two main aspects of interpersonal interaction that is Principal’s and Teachers’ behaviour.

2.3.2 ASPECTS OF INTERPERSONAL INTERACTION

Halpin and Croft (1966) says about two main dimensions:

(1) Aspects of College Principal’s Behaviour

Effective Leaders at Organization are responsible to establish strong integration between organization-wide vision to high standards and success of organization. He/She is the most vital facet to create a climate hospitable. The various components of this dimension are:
1. **Aloofness**

The attitude of some principals to keep themselves at distance from the teachers and avoid intimating with them is known as aloofness. They strictly observe rules and regulations and expect from the subordinates to obey them in spirit. This attitude is a hindrance in the healthy and friendly academic atmosphere of the educational institution because the teachers generally do not like the bossism attitude. Hence, Aloofness is an important component to influence the organizational climate.

Aloofness is described as “The extent to which some principals keep social distance from the teachers, give excessive rules and regulations; some principals are seen as unfriendly and they do not show human feeling as they relate to the staff”.

2. **Production Emphasis**

Authoritarian and controlling behaviour of some principals also influences the climate of an organization. It creates negative feelings among the staff. He uses the term ‘Production Emphasis’. A principal who emphasizes production is of the view that the staff shows good results working under pressure and tension. Such a principal is of the thought that if all attention of staff is directed towards discharging duties, it will minimize personal clashes and conflicts in staff on different issues. This type of behaviour of principal influences organizational climate.

**Paisey** 37 (1992) argues that “if there is no emphasis on production, the staff may not be concerned about the accomplishment of the organizational goals. Some teachers may not take their work seriously. They may be more concerned about their personal interest at the expense of their work. In view of this, this kind of behaviour undoubtedly affects the college climate. Everybody does what he/she likes. The student’s results and the image of the college are at stake.”
3. **Thrust**

Thrust is the term used for those principals who act as a role model for the type of behaviour they expect of their staff. They set standard and support the staff so as to maintain the standard. If the principal is hardworking, the staff is intrinsically motivated and they too enjoy working. The principal with high thrust influences the college climate positively; all activities are focussed and directed to achieving the organizational goals, both teachers and students enjoy teaching and learning, whereas the principal who is a role model for the staff also affects the climate and that this may result in lack of motivation and performance on the part of teachers.

Thrust is described as an important factor in enhancing the effectiveness of the organizational climate.

4. **Contemplation**

The interaction of principal and the staff members influences the organizational atmosphere. If the principal is contemplate, empathetic and considerate, responds to the needs of the staff and takes personal interest in matters concerning his staff, students and parents and also show keen interest and sympathy with them, it affects the organizational climate of the college positively.

**Azzara** 38 (2001) claims “the principal who is highly considerate is the most effective because the development of positive personal relationship with the entire organization is the core of leadership”.

**Rooney** 39 (2003) opines “the students and teachers function effectively when their basic needs are met and this contributes to a caring environment in which everybody cares for one another and invariably foster excellent teaching and learning environment”.

(2) **Aspects of Teacher’s Behaviour**

The role of teachers in determining the healthy atmosphere in college is highly important.
The way the teachers interact with the college management, principal, students, parents, non-teaching staff, stakeholders and among themselves determine the college climate.

Halpin & Croft (1966) has identified four characteristics of teacher’s behaviour and how they influence the climate.

1. **Disengagement**

He states that “disengagement means teachers engage themselves in trivial matters. They dislike and criticize the principal. Their negative attitude is reflected in the manner they relate to one another.”

In a college where there is low disengagement, most teachers work as a team and are committed to their work. They respect one another and conduct themselves as professionals. Even the principal’s negative behaviour does not prevent the teachers from doing and enjoying their work. Thus, these teachers are productive regardless of the principal’s weak autocratic leadership.

2. **Hindrance**

He says “hindrance is a term used to describe some teacher’s attitude towards paper-work and non-instructional college activities: teachers see routine duties and paper work as hindrance towards teaching responsibilities. These duties may include maintaining lesson plans, maintaining daily diary, keeping class attendance record, making mark sheets, communicating with parents, corresponding with stakeholders”.

In an atmosphere where teachers are burdened with paper work and overloaded with administrative duties, the teaching learning process is affected badly. If the teachers are overemphasized with so much paper work that it becomes in end itself rather than means to an end, then the teachers reluctantly carry out their task at college.

He observes that “this kind of situation disturbs a climate characterized with a goal-oriented mission, for teachers spend too much time on activities from which students may not
benefit”.
Hence a balance between teaching and administrative responsibilities to a teacher is vital for a sound organizational climate.

3. *Esprit*
He describes “In an institution characterized by high esprit and accomplishments, teachers help, support and work with each other; as a team, they like and respect each other. They enjoy each other’s company and they are committed to their work. They are enthusiastic, innovative and render mutual assistance whenever necessary”. In case of low esprit, teachers do their work reluctantly. They do not enjoy their work.

4. *Intimacy*
Halpin & Croft asserts “Intimacy is a term describing the kind of relationship among teachers in college”. The degree of relationship that exists among teachers varies from college to college. This intimacy may range from high to medium or low in different colleges. High intimacy of course reflects close relationship among teachers. This means teachers in college know each other very well and share personal issues with each other too. They provide strong support for each other, they exchange visits, know each other’s family members and help each other in their difficult times- may be personal or professional. Such bonding and intimacy among teachers make college function smoothly, keeps everybody happy and thus creates positive organizational climate.
Nevertheless, high intimacy has to be dealt very cautiously by the principal. Situations where teachers do not limit sharing of personal matters to each other indulge in gossiping and at extreme, unite against the decisions of the authorities, and ultimately result in confusion, mistrust, quarrels and adverse organizational climate.

Taguiri 41 (1968) asserts “Climate is generally defined as the characteristics of the total
environment in a school building”. Let us understand what those characteristics are.

According to him, the organizational climate comprises of four dimensions:

1. **Ecology**

   Ecology refers to physical and material factors in the organization, for example, size, age, design, facilities and conditions of the building. It also refers to the technology used by people in the organization desks and chairs, chalk boards, elevators, everything used to carry out organizational activities.

2. **Milieu**

   Milieu is the social dimension in the organization. This includes virtually everything relating to the people in the organization. For example, how many people are there and what they are like. This would include race and ethnicity, salary level of teachers, socioeconomic level of students, educational levels attained by the teachers, the morale and motivation of adults and students who inhabit the school, level of job satisfaction and the bunch of other characteristics of the people in the organization.

3. **Social System**

   Social System refers to the organizational and administrative structure of the organization. It includes how the college is organized, the ways in which decisions are made and who is involved in making them, the communication patterns among people(who talks to whom about what), what work groups there are, and so on.

4. **Culture**

   Culture refers to the values, belief system, norms and ways of thinking that are characteristics of people in the organization. It is ‘the way we do things around us’.
Much of the organization dimension arises out of factors that administrators strongly influence. It is important that administrators understand the close connection between the choices they make about the way they organize and the climate manifested in the organization.

2.3.3 ORGANIZATIONAL CLIMATE HISTORICAL OVERVIEW

The concept of Organizational Climate originated in the late 1950s as social scientist studied variations in work environment. Although researchers interested in educational organization

Halpin and Croft \(^4\text{2} \ (1966)\) made the initial efforts to define and measure dimensions of organizational climate. The usefulness of the concept was soon recognized by scholars of business organizations.

Taguiri \(^4\text{3} \ (1968)\) “Climate was initially used as a general notion to express the enduring quality of organizational life. It is a particular configuration of enduring characteristics of ecology, milieu, social system and culture would constitute a climate, as much as a particular configuration of personal characteristics constitutes a personality”.

Gilmer \(^4\text{4} \ (1966)\) specified organizational climate as “those characteristics that distinguish the organization from other organizations and that influence the behaviour of people in organization”.

Litwin and Stringer \(^4\text{5} \ (1968)\) suggested that perception is a critical ingredient of climate and defined it as a set of measurable properties of the work environment, based on the collective perception of the people who live and work in the environment and demonstrated to influence their behaviour”.

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It is generalised from various definitions that definitions of climate are similar to that of personality types and that this term was introduced in industrial psychology. The climate of an organization may roughly be conceived as the “personality” of the organization; that is, climate is to organization as personality is to individual.

Owens \(^4\) \((1998)\) said “Organizational behaviour is a discipline that seeks to describe, understand and predict the human behaviour in the environment of formal organization”.

The distinctive characteristics here to be noted are (1) Organizations create internal contextual settings, or environments, that have great influence on the behaviour of people in them, (2) The internal environment of an organization is influenced by the larger context in which the organization itself exists (for example, the social, political, economic and the technological systems that support the organization). Moreover, the internal environment in context to the organization is not merely physical and tangible but also includes the social and psychological characteristics of the living human system.

### 2.3.4 MEASURING ORGANIZATIONAL CLIMATE

Organizational Climate is usually measured with questionnaires/statement and scales that are aimed at measuring its underlying dimensions.

Gilmer \(^47\) \((1966)\) had employees filled out questionnaires that measured dimensions such as degree of formalization and bureaucracy within an organization, and the leadership style.

Halpin and Croft \(^48\) \((1966)\) studied the organizational climate in public school system and argued that climate reflected employees’ perception of dimensions like intimacy (employees’ enjoyment of social relationship), aloofness (formal and impersonal behaviour of the leader) hindrance (employees’ feelings that they are overburdened by paperwork and administrative duties), and close and constant supervision.
Litwin and Stringer \(^{49}\) (1968) carried out a laboratory experiment in order to determine the effects of organizational climate. The dimensions they used in the questionnaire to measure climate included structure (the emphasis on the hierarchy of heads in an organization), responsibility (the feeling of being one’s own boss), rewards (emphasizing positive rewards rather than punishment), warmth (the feeling of good fellowship) and risk (the challenges of job).

Jones and James \(^{50}\) (1979) analysed 35 factors which represented important components of the climate. They found 35 factors could be classified into five basic climate dimensions:

1. **Perceived conflict and ambiguity**: This aspect of climate reflected a perception on the part of the employees that there was a lack of interdepartmental cooperation, poor communication for management, poor planning and the lack of fairness in the reward process.

2. **Perceived job challenge, importance and variety**: This reflected the degree to which the job was seen as providing autonomy and feedback, and demanding high standards of quality and performance.

3. **Perceived leader facilitation and support**: This reflected perceived leader behaviour such as the extent to which the leader was seen as helping to accomplish work goals by scheduling activities etc. As well as he or she was perceived as facilitating interpersonal relationships and providing personal support.

4. **Perceived work-group cooperation, friendliness and warmth**: This reflected the perceived cooperation, friendliness and warmth among group members and taking pride in their work group.
(5) **Professional and organizational expert**: This measured the growth potential of the employees’ job, as well as his or her perceptions of an open atmosphere to express personal feelings and thoughts, confidence in leader, consistent applied organizational policies and reduced job pressure.

These were all measured in form of statements on scale.

Thus, climate is assessed by measuring employees’ perceptions of specific aspects or dimensions of the organization including perceived autonomy, warmth, support, openness, cooperation, aggressiveness and competitiveness.

### 2.3.5 FACTORS INFLUENCING ORGANIZATIONAL CLIMATE

The factors responsible for cooperation or non-cooperation, warmth or aggression, competitiveness or rat race prevails in an organization are as follows:

1. **Leader’s behaviour**: This has important influence on organizational climate. It seems that with “all other things being equal”, the leader can make a big difference in the climate of the group. He has a pivotal effect on organizational climate. Even with the same degree of formalization and with the same organizational structure, switching leaders (a leader’s behaviour change) can also change the organizational climate.

2. **Degree of command**: The degree to which the organization is mechanic or bureaucratic, that is the degrees to which the employees are urged to follow the rules and regulations or carry out very formal atmosphere affect the climate adversely.
(3) **Member's Interrelationship**: The interrelationship among teachers, their formal and informal interaction with one-another; their support for one another’s work laid positive climate while leg-pulling behaviour create negativism in climate.

(4) **College Management**: The efficacy of college management, their appreciation in terms of money and other psychological rewards, their personal involvement, concern for staff, their support in terms of professional growth of staff help the organizational climate to grow still better.

(5) **Support Staff**: The satisfactions of support staff in the way they are dealt, communicated, regarded economically as well as socially directly help for viable organizational climate.

2.3.6 **CLASSIFICATION OF ORGANIZATIONAL CLIMATE**

The study of four aspects of principal’s leadership behaviour and four aspects of teachers’ behaviour bring us to categorize organizations into six distinct profiles of configurations in line with **Halpin and Croft** (1966). The six profiles that are found in the organizations can be regarded as six distinctive organizational climates, namely, Open, Autonomous, Controlled, Familiar, Paternal and Closed.

**1) Open Climate**

An open climate is used to describe the openness and authenticity of interaction that exists among the management, principal, teachers, students and parents.

**Sabo & Hoy** (1998) states “An open climate reflects the principal and teachers’ cooperative, supportive and receptive attitudes to each other’s ideas and their commitment to work”.

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According to Halpin & Croft, in an Open Climate the Principal shows genuine concern for teachers; he/she motivates and encourages staff members, he/she gives the staff the freedom to carry out their duties in the best way they know, he/she does not allow routine administrative duties to disrupt teachers’ instructional responsibilities. The teachers are portrayed as tolerant, helpful and respectful professionals, they are caring and willing to help students and work hard for students; they care, respect and help one another as colleagues and even at personal level.

As a team, all human resources at college work for the success of students and image of college. Both the principal and the teachers are accessible and approachable by students and parents.

(2) Autonomous Climate

Autonomous climate means a climate where good amount of freedom to work exist.

Halpin & Croft asserts “the close relationship among principal, teachers, students and parents create an autonomous climate in the institution”.

According to Halpin & Croft, in an autonomous climate the Principal arouses enthusiasm and diligence; he/she does not at all command the duties to anyone. The teachers are given good measure of freedom to work in the institution, they work with great devotion and there is no external threat or influence. All work according to their own space given for the betterment of students and upgrading the image of the college.

(3) Controlled Climate

Controlled Climate is such a climate in which all work too hard avoiding any familiarity with one another.

Halpin & Croft asserts “The major characteristic of controlled climate is the diligence and hard work”.

In a closed climate, the Principal often employs a direct approach, keeps his/her distance from teachers, students and parents; he/she overemphasizes hard work to the extent that little
or no time is given to social life. The teachers are committed to their work and spend considerable time on paper work, there is little time to interact with each other and they avoid familiarity with students to much extent.

(4) **Familiar Climate**

Familiar Climate means a form of laissez-faire atmosphere.

In a familiar climate, the Principal is concerned about maintaining friendly atmosphere at the expense of task accomplishment. The teachers mostly are not committed to their primary assignment. Some who are committed resent the way the principal runs the college: they do not share same views with the principal and their colleagues. As a result, those who are not committed, form a clique because they are of same attitude, they become friends.

(5) **Paternal Climate**

This type of climate depicts an atmosphere where the principal is very hardworking, but has no effect on the staff; to them hard work is not a popular term. There is a degree of closeness between the principal and teachers, but the principal’s expectations from teachers are rather impractical. All the same, he/she is considerate and energetic, but his/her leadership approach is benevolently autocratic. As a result, most teachers, students and parents prefer to maintain distance from the principal. Often, students cannot express their difficulties or problems with boldness.

(6) **Closed Climate**

This type of climate represents ‘the antithesis of the open climate’. The main characteristic of this type of climate as identified by him is lack of commitment or unproductive disengagement. There is no commitment, especially on the part of the principal and teachers. There is no emphasis on task accomplishment; rather the principal stresses on routine, trivial and unnecessary paper-work to which teachers minimally respond. The principal is strict and
rigid in behaviour. He/she is inconsiderate, unsupportive and unresponsive. Consequently, most of the teachers feel frustrated and dissatisfied. This makes the atmosphere tensed. There is lack of respect for principal and teachers.

2.4 PERSONALITY CHARACTERISTICS

2.4.1 CONCEPT AND DEFINITION OF PERSONALITY

The word ‘Personality’ has been derived from the Latin word ‘Persona’ which means the mask which Greek actors wore while acting. This, however, is not the meaning taken in today’s word ‘Personality’. In present era, personality is not a fixed state but a dynamic totality which is continuously changing due to interaction with the environment. Personality is known by the conduct, behaviour, activities, movements and everything else concerning the individual’s adjustment with external environment. It is the personality which distinguishes one individual from other.

Gordon, A 53 (1966) cited in Asthana, B. (2013) says,

“Personality is the dynamic organization within the individual of those psychophysical systems that determine his unique adjustment to his environment”.

Personality is the organization of internal as well as external things. It includes all physical attributes, qualities, aptitudes, capacities, temperament, mind-set, behavioural pattern of an individual which results in his unique way of adjusting and interacting with individuals of his surrounding environment. It is not the collection of traits but organization of traits.

Schoen 54 cited in Asthana, B. (2013) says,

“Personality may be viewed as the organized system, the functioning whole or unity of habits, dispositions and sentiments that mark off any member of a group as being different from any other member of the same group”.
Some social psychologists express that personality is entirely a matter of social awareness – which is pointless to talk about anyone's personality separated from the particular people who intermingle with him, get impersonation about him, and use trait terms in unfolding him. A trait is a simple behavioural blueprint - an outlook or propensity to behave in a describable way.

Gordon A ⁵⁵ (1966) cited in Asthana, (2013) describes,

a trait (1) is more widespread than a habit, (2) is forceful and determinative in behaviour, (3) may be viewed either in the light of the personality which contains it, or in the light of its division in the population at large, and (4) cannot be proved nonexistent by the absolute reality that some acts are incoherent with it.

2.4.2 CONCEPT AND DEFINITION OF TEACHER’S PERSONALITY

Teacher is the most contemplated figure in education process. Their personality has to be impressionable and strong as it impacts students directly.

Murray ⁵⁶ (1990) “Personality influences the behaviour of the teacher in various ways, such as interface with students, methods selected, and learning experiences chosen”.

Morrison and McIntyre ⁵⁷ (1972) “Each individual has characteristic attributes of personality which manipulate both the manner in which he behaves toward others and the ways in which they act in response to him. The teacher with invasive dictatorial characteristics, for example, is likely to reproduce them in his relationships with students and in the techniques he uses in his instruction.”

Personality recognition has been used for many purposes in various organizations; to forecast a worker's aptitude, to fill definite roles, to set up pleasant-sounding relationships, to conclude team effectiveness, and to predict future behaviour. It is very
important for any professional to know his personality characteristics to suit to his/her profession.

**Barbian** \(^{58}(2001)\) “Becoming aware of one’s own personality type and the personality type of others can be helpful in mounting intra-personal and inter-personal development”. The teachers are ruled by three domains- cognitively, affectively and psychomotor. They have to be between two boundaries- extraverts and introverts.

**Jung** \(^{59}(1971)\) asserts that people are dissimilar from each other in realistic types consisting of pairs of opposites. The first pair describes the way people gain their energy. Some people are thrilled by interacting with others and are tuned to the outer world of measures. Others are more thoughtful with the inner self and are thrilled by their own judgment and thoughts. These two boundaries are termed Extraversion (E) and Introversion (I). The second pair in Jung’s theory relates to the way individuals recognize and acquire information. These avenues of gaining are termed Sensing (S) and Intuition (N). Individual’s principal in the Sensing direction carefully examines information and employ all of their senses in their investigations. They are reality based and are thorough in investigative the data they have carefully collected. Individuals who are spontaneous (N's) rely on their instincts and trust their “sixth sense” to collect information. Two modes of decision and methods of reaching decisions are labelled Thinking (T) and Feeling (F). Thinkers are objective, logical and reasonable, and consider data in reaching conclusions. They are able to suspend their personal feelings when they logically resolve a dilemma. In contrast, Feelers are subjective and thoughtful of sentimental outcomes to precise situation. Feelers consider how their decisions will crash other”.

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Myers and Briggs\textsuperscript{60} (1987) elaborated on Jung’s theory by adding the Judgment/Perception polarities. These functions indicate the mode in which people act together with the environment.

2.4.3 CRITERIA TOWARDS PREPARING PROFESSIONAL AND HUMANE TEACHER EDUCATORS

National Curriculum Framework for Teacher Education\textsuperscript{61} (2009)

The profile and role of teacher educators are to be conceived primarily with reference to the philosophy and principles that govern the various aspects of school education – aims of education, curriculum, methods and materials and the socio-cultural context in which the school functions – and the role of the teacher in translating educational intents into practical action. Accordingly, a teacher educator as teacher educator is expected to be a particular kind of person, for example, as mentioned in the NCF and cited as follows:

One who:

- Cares for children and loves to be with them, understands them within social, cultural and political contexts, treats all children equally;
- Does not treat knowledge as a ‘given’, embedded in the curriculum and accepted without question, perceives children not as passive receivers of knowledge, encourages their capacity to construct knowledge;
- Discourages rote learning, makes learning a joyful and participatory activity, organizes learner-centred, activity-based, participatory learning experiences – play, projects, discussion, dialogue, observation, visits, integrate academic learning with productive work;
- Critically examines curriculum and textbooks, contextualizes curriculum to suit local needs; and
- Promotes peace values - democratic way of life, equality, justice, liberty, fraternity, secularism and zeal for social reconstruction, reflects on her teaching experience; then, it follows that the teacher educator (whose job is to contribute towards the preparation of such a teacher) should share the underlying educational philosophy
and possess the needed understanding and professional competencies to develop such teachers. This would imply a corresponding change in the professional development of teacher educators who can:

- Engage would-be teachers with the larger socio-political context in which education and learners are situated, engage them with children in real contexts than teach them about children through theories, focus on the developmental aspects of children with constant reference to their socio-economic and cultural contexts.
- Bring into the teacher education curriculum and discourse trainees’ own assumptions about children and beliefs about knowledge and processes of learning, help teachers to reflect upon their own positions in society – gender, caste, class, poverty, linguistic and regional variation, community, equity and justice.
- Engage with theory along with field experiences to help trainees to view knowledge not as external to the learner but as something that is actively constructed during learning, integrate academic knowledge and professional learning into a meaningful whole.
- Provide opportunity for trainees for reflection and independent study without packing the training schedule with teacher directed activities; provide opportunities to the student teacher to critically examine curriculum, syllabi and textbooks.
- View knowledge not as an external reality embedded in textbooks but as constructed in the shared context of teaching-learning and personal experience, change perception of child as a receiver of knowledge and encourage its capacity to construct knowledge, view learning as a search for meaning out of personal experiences and knowledge generation as a continuously evolving process of reflective learning. In other words, the locus of the functions of teacher educators lies in the role perceptions of teachers with regard to educational objectives, practices and processes of the school.
Figure 2.8 Image depicting Teacher Educator’s Personality (with Roles-on Job)
2.4.4 INVENTORIES OF PERSONALITY (with Roles- on Job and for Recruitment)

Asthana, B. (2013) Some of the outstanding personality inventories which can be useful for varied roles like identification of persons at the extremes – for job, be at workplace or profession.

1. The Big Five Factors of Personality

This inventory was originally developed by Oliver, P. John (1999). This is basically meant for assessing Personality with Roles- as a person, on Job and for Recruitment.

Costa & McRae (1992) says “The ‘Big Five’ Factors of Personality is comprised of five broad dimensions of personality which are used to describe human Personality, for such roles.”

Figure 2.9 Big Five Factor Model of Personality
1. Dependability (Conscientiousness): Dependable, hard-working, organized, self disciplined, persistent, responsible
2. Agreeableness: Co-operative, worm caring, good-natured, courteous, trusting
3. Extraversion: Sociable, outgoing, talkative, assertive, gregarious
4. Emotional Stability (Neuroticism): Anxiety, anger, depression, vulnerability
5. Openness to Experience: Curious, intellectual, creative, cultured, artistic, sensitive, flexible imaginative

1. Conscientiousness

Costa and McCrae\textsuperscript{65} (1992) mention that conscientious people value duty, competence, self discipline and achievement. They also mentioned that conscientiousness consist of the specifics traits of competence, order, dutifulness, achievement striving, self-discipline and deliberation.

Mount and Barrick \textsuperscript{66} (1995) states individuals high in conscientiousness are characterized as being responsible, careful, preserving, orderly, cautious, hardworking and achievement-oriented.

Harris and Fleming\textsuperscript{67} (2005) states that conscientiousness refers to characteristics such as being organized, orderly, precise and efficient.

2. Agreeableness

Costa and McCrae \textsuperscript{68} (1992) says agreeableness is associated with “the need for intimacy”, the recurrent preference in thought and behaviour for experience of warm, close and communicative interactions with others. Individuals high in agreeableness are trusting, cooperative, altruistic, compliant and “moved by others”.

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Barry and Friedman\textsuperscript{69} (1998), agreeableness is related to “pro-social motives”, aimed at seeking good outcomes for one-self as well as for other group members.

Judge\textsuperscript{70} (2002) stated that agreeable individuals have greater motivation to achieve interpersonal intimacy.

Harris and Fleming\textsuperscript{71} (2005) mentioned that agreeableness describes the courteous, sympathetic, tender-hearted and kind characteristics.

3. Extraversion

Extroverts tend to seek interaction with others, novel experiences and complex, varied and intense stimuli, enjoy everybody’s company and prefer the familiar and unfamiliar.

Costa and McCrae\textsuperscript{72} (1992) stated that extroverts are gregarious, assertive, activity and excitement-seeking.

Mount and Barrick\textsuperscript{73} (1995) mentioned that extroversion is most often described as the degree to which an individual is sociable, gregarious, talkative, assertive, adventurous, active, energetic and ambitious.

Watson and Clark\textsuperscript{74} (1997), extroverts have been found to be socially engaging, gregarious, assertive, expressive, articulate, and comfortable in group settings and have a great number of friends.

Harris and Fleming\textsuperscript{75} (2005), extroversion represents various aspects such as sociable, gregarious, assertive and talkative.
4. *Neuroticism*

Neuroticism is always related to the characteristics of people who have negative affect and low in self-esteem.

*Watson and Clark*\(^7\) (1984) negative affect is defined by a propensity to view the world in a negative emotional state.

*Judge*\(^7\) (2002) mentioned that neuroticism has been found to be negatively related to self-esteem, self efficacy and locus of control.

*Costa and McCrae*\(^7\) (1992) states neuroticism consists of the specific traits of anxiety, angry hostility, depression, self-consciousness, impulsiveness and vulnerability.

*Mount and Barrick*\(^7\) (1995), neuroticism is “emotional stability” (reverse scale) by some researchers and can be further conceptualized as the extent to which a person is emotional, insecure, nervous, fearful and apprehensive. Some researcher stated that neuroticism persons also limited in social skills and they are not interest in any long-term relationship.

*Judge*\(^8\) (2002) states neurotic individuals are severely limited in their social skills.

*Goldberg*\(^8\) (1992) mentions that The Big Five Model has received extensive empirical support and has gained acceptance as the trait personality model that can provide the desired personality variable consistency across samples and context.
Asthana\textsuperscript{82} (2013) writes that the Big Five personality dimensions of neuroticism, extroversion, agreeableness, openness and conscientious have been studied extensively and have been associated with a variety of work attitudes and behaviour. These five personality dimensions are broad dimensions that are theorized to subsume most narrowly focused personality traits. The breadth of these dimensions is a benefit in that it distils a large number of personality traits into a parsimonious set of dimensions for use in research. It means that this model is widely used and suitable to use in any research.

Harris and Fleming\textsuperscript{83} (2005) assert the Five Factor Model has enjoyed widespread popularity in the field. Five personality traits collectively classify the higher-level dispositions of an individual according to the Five Factor Model.

2. Bernreuter Personality Inventory

Asthana B., \textsuperscript{84} (2013)

It consists of 125 items. It measures personality in six fields-(i) neuroticism, (ii) self-sufficiency, (iii) extroversion-introversion, (iv) dominancy,(v) sociability, and (vi) lack of self-confidence. Reliability coefficients for various divisions range between 0.80 to 0.95. It may be used for adults. It is very helpful in the identification of persons at the extremes.

3. Shipley Personality Inventory

Asthana B., \textsuperscript{85} (2013)

This inventory was developed in the World War II to screen persons who were mentally unfit for military service. It served to discriminate between psychiatrically approved and psychiatric discharges. There are two forms of inventory- the longer one having 145 items and the shorter one having only 20 items. The reliability is quite same, of both of them. Pair of item are given and the subject has to state which one of the two is true for him.

One of the very famous inventory for identifying skills of Selling and Marketing known as SSAT is much used in commercial world and corporate. This was developed by Martini in 2001. It is a 25 item instrument designed to assess Sales professionals’ consultative and selling skills. It is broadly divided into five skill areas-

(i) **Open**- the degree to which the salesperson effectively builds trust and navigates initial sales conversation.

(ii) **Investigate**- the degree to which the salesperson accurately assesses the sales situation.

(iii) **Present**- the degree to which the salesperson effectively uses his/her capabilities to client situation.

(iv) **Confirm**- the degree to which the salesperson effectively gains agreement and wins the business,

(v) **Re-confirm**- the degree to which the salesperson positions himself or herself to build long-term customers.

He has designed questionnaire in Likert 3-point scale. The reliability of the test is 0.80 and the Average Bivariate correlation is 0.29.

### 2.4.5 Measuring Personality

There are certain methods of measuring personality. A list of them is follows:

1. Questionnaire
2. Observation
3. Rating Scales
4. Interview Methods

5. Sociometric Techniques

6. Cumulative Record

7. Case Study Method

8. Psycho-Analysis
   (i) Free association Technique
   (ii) Dream Analysis Technique
   (iii) Psycho Dream

9. Situation Test

10. Projective Techniques
    (i) Research Method
    (ii) Thematic Test
    (iii) Word Association Test

2.5 CONCLUSION

In the proposed chapter, the concepts of Job satisfaction, Organizational Climate and Teacher educator’s Personality Characteristics are clarified in detail which will henceforth form a base for forming conceptual framework of all three concepts in the proposed study.
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